DOCUMENT RESUME

ED 470 747 CS 511 497

AUTHOR	Hockett, M. A.
TITLE	Punctuation Puzzlers. Level A, Book 1 [Grades 3-4]. Language Logic Twisters.
ISBN	ISBN-0-89455-839-0
PUB DATE	2002-00-00
NOTE	50p.
AVAILABLE FROM	Critical Thinking Books & Software, P.O. Box 448, Pacific Grove, CA 93950 (Product no. 301, $9.99). Tel: 800-458-4849 (Toll Free); Fax: 831-393-3277; Web site: http://www.criticalthinking.com.
PUB TYPE	Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	*Communication Skills; Context Clues; Elementary Education; *Punctuation; *Reading Comprehension; Reading Instruction; *Sentence Structure; *Writing Skills

ABSTRACT

Written for the third- and fourth-grade levels, this workbook gives students practice in using context clues and reading comprehension to apply punctuation rules, as well as in carefully reading and following directions. Noting that the activities are based on the idea that punctuation is necessary to make written communication clear, the introduction states that with these activities, students must use context clues for analyzing, comparing, contrasting, and deducing. After the introduction, the activities in the book are: Comma Series: Who's Who; Comma Series: What's What; Comma Series: Action; Comma: Who's Being Addressed; Comma: Separate State; Comma: Around the Year; Comma: Special Beginnings; Comma: Who Says What; Conjunctions: Tie It Up; Question Mark/Period: Questionable Endings; Exclamation Mark: Exclaimed or Not; Apostrophe: Leaving Out Letters; Apostrophe: Who's an Owner; and Quotation Marks: Quote or Title? Each exercise includes a rule and instructions and can be used for independent practice. Includes 12 sample lessons and an answer key. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

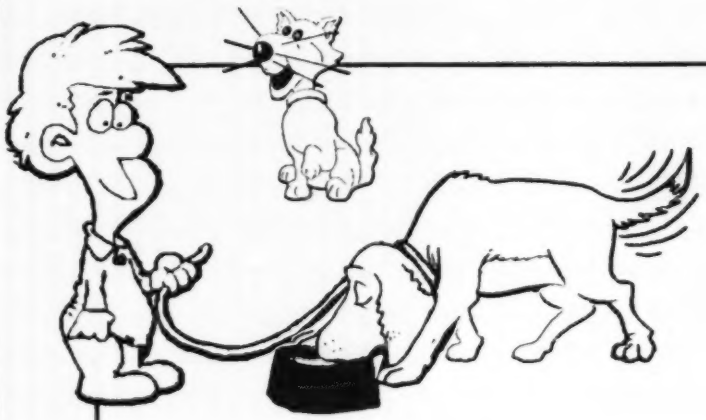
CRITICAL THINKING BOOKS & SOFTWARE
Empower the Mind!

301
Gr. 3–4

PUNCTUATION PUZZLERS

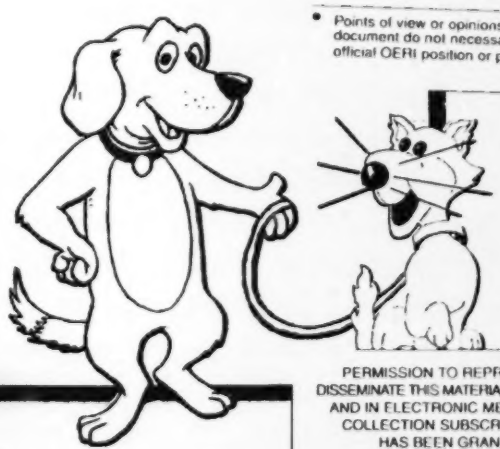
Level A
Book 1

ED 470 747



Which picture shows the intended meaning? Got it? Now add the two missing commas.

First, you notice the cat. Then, you see the dog give her a treat and put her on a leash. The cat won't come near her.



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY
L. Lockwood
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2A

M.A. Hockett

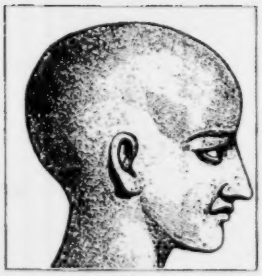
CS 511 497

LANGUAGE LOGIC TWISTERS

PUNCTUATION PUZZLERS

Level A Book 1

M.A. Hockett



© 2002
CRITICAL THINKING BOOKS & SOFTWARE
www.CriticalThinking.com
P.O. Box 448 • Pacific Grove • CA 93950-0448
Phone 800-458-4849 • FAX 831-393-3277
ISBN 0-89455-839-0
Printed in the United States of America
Reproduction rights granted for single-classroom use only.

To Bob,

Thanks for your patience.

Edited by Christine Broz

The images used herein were obtained from IMSI's MasterClips® Premium Image Collection, 1895 Francisco Blvd. East, San Rafael, CA 94901-5506, USA.

4

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

TABLE OF CONTENTS

INTRODUCTION ..... **iv**

Comma Series: Who's Who **1**

Comma Series: What's What **2**

Comma Series: Action **4**

Comma: Who's Being Addressed (Noun of Address) **6**

Comma: Separate State **10**

Comma: Around the Year **12**

Comma: Special Beginnings (Introductory Words) **13**

Comma: Who Says What (Dialogue) **15**

Conjunctions: Tie It Up **19**

Question Mark/Period: Questionable Endings **21**

Exclamation Mark: Exclaimed or Not **24**

Apostrophe: Leaving Out Letters (Contractions) **26**

Apostrophe: Who's An Owner **28**

Quotation Marks: Quote or Title? **30**

SAMPLE LESSONS **33**

ANSWER KEY **39**

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

INTRODUCTION

Punctuation Puzzlers gives practice in using context clues and reading comprehension to apply punctuation rules, as well as in carefully reading and following directions. The activities are based on the idea that punctuation is necessary to make written communication clear. Students must really *think,* using context clues for analyzing, comparing, contrasting, deducing. Students must determine where to place punctuation so that the written form communicates the intended meaning.

My three cousins are Mary Sue George and Jerry Lee.

The context clue *three cousins* tells us that the words *Mary Sue George* represent two people, so *Mary Sue* is one person. Put commas after *Sue* and *George*.

Punctuation Puzzlers may be used for practice in applying rules in context or as part of a systematic program for developing punctuation and thinking skills. Each page includes the rule and instructions and can be used for independent practice. For students requiring instruction or remediation in grammar rules, you may want to use *The Language Mechanic*, also available from Critical Thinking Books & Software. For more practice applying punctuation in context, you may want to use *Editor in Chief.*®

Punctuation Puzzlers' activity content is uniquely designed to facilitate the use of deductive reasoning in conjunction with the application of punctuation rules. It does so by presenting examples which portray distinct differences in meaning based on whether or not the rule is applied correctly. For example, notice how the meaning of the same words changes with only changes in placement of punctuation:

"Carly," says Jonny, "is a red-haired girl."

Carly says, "Jonny is a red-haired girl."

Punctuation Puzzlers uses this concept to advantage. Students must use context clues that are sometimes embedded as information in the same sentence or in an adjacent sentence, or as pictures.

Writing time is at a minimum so students can concentrate on the reasoning. Typically, the activities require only editing, e.g., commas or other marks must be added in the correct place; however, you may want to extend the required activities to include more writing. Have students write their own sentences illustrating the correct application of the grammar rule.

For some students, it will be a new idea to look for subtle differences in context in order to decide how to punctuate. For those who need further guidance, see the Sample Lessons on page 33.

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma Series: Who's Who

1. Which picture shows the meaning of the text below? Add two commas to correct it.

   John Jane and Joe went with my sisters, Mary Lou and Shelly. Both sisters are pretty!

2. Use the picture clue to find the meaning of the text. Add two commas to correct the sentences.

   Billy Bob and Jack have just found a secret cave. It is very wide and deep.

3. Find the meaning of the text below. Add two commas to correct the sentences.

   I went snowboarding with my four friends. They are John Christine Tommy Lee and Harry.

RULE: In a series of three or more items, place a comma after each item except the last. *Mary Sue and Bob like bread, butter, and jam.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma Series: What's What

4. Find the meaning of the text below. Add commas to correct the sentences.

He doesn't like strawberry in his shake. He'll have a strawberry milkshake and pie.

5. Find the meaning of the text below. Add two commas to correct the sentences.

We were cleaning up. We found a peanut butter and jam on the floor.

6. Find the meaning of the text below. Add the missing commas to correct it.

We found a peanut butter and jam sandwich. We had it with milk salad and peas.

RULE: In a series of three or more items, place a comma after each item except the last. *He likes bread, butter, and jam.*

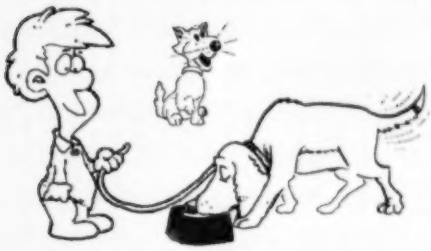
8

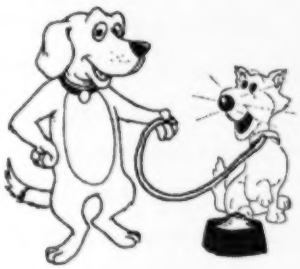
© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma Series: What's What

7. Which picture shows the meaning of the text? Use two commas to correct the sentences.

First, you notice the cat. Then you see the dog give her a treat and put her on a leash. The cat won't come near her.





8. The picture shows the wrong meaning of the text. Add two commas to show the real meaning.

The pig runs in the grass pants and lies down. He wears only his skin!

9. Find the meaning in the text below. Add the missing commas to correct it.

We enjoy the winter spring and fall. In the spring, we like to watch the frog spring and fall. He never gets hurt when he falls.

RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma Series: Action

10. Find the meaning of the sentences. Use commas to correct two of the underlined sentences.

    a. **<u>We watched as the slide swung and teeter-tottered.</u> It looked ready to fall over!**

    b. **<u>We saw the slide swing and teeter-totter.</u> All of them looked fun.**

    c. **<u>We slid teeter-tottered and fell.</u> Then we got back up again.**

11. The picture below shows the meaning of the text. Add two commas to correct the text.

    She holds the baby brushes her wig and the combs. The baby is in the other room.

RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma Series: Action

12. The picture shows the meaning of the sentence. Add the commas needed to correct it.

We go to the barn see the cows square dance and leave.

13. Find the meaning of the sentences. Add the commas needed to correct them.

We go to the barn see the cows square dance and leave. The cows are asleep the whole time.

RULE: In a series of three or more items, place a comma after each item except the last. *She goes home, shuts the door, and reads a book.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who's Being Addressed

1. Which picture below shows the meaning in the sentences? Add a comma.

   a. Help turn the hose on Jacques. Then, we can get him really wet Monica.

   b. Help turn the hose on Jacques. Then, we can get Monica really wet.

2. Find the meaning below. Add a comma.

   Steve and Gloria draw me a picture. Then put it on the wall. I like telling you both what to do!

RULE: Use commas to set off a noun of address (the name of the person being spoken to). *Come here, Jo, right now.*

12

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

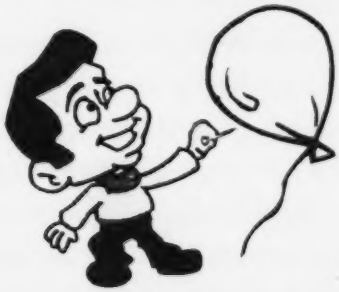
Comma: Who's Being Addressed

3. Which picture shows the meaning? Use one comma to correct the sentences.

   Stick the pin in Juan and hear it pop. Isn't that a funny name for a balloon Gary?

4. Use the picture below to help find the meaning of the sentences. Use two commas to correct them.

   Stick the pin in Jake and hear it pop. Do it quickly, Jake!



RULE: Use commas to set off a noun of address (the name of the person being spoken to). *Come here, Jo, right now.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

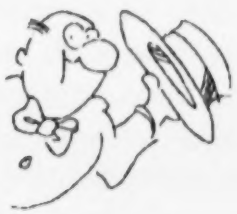
Comma: Who's Being Addressed

5. Find the meaning of the text below. Use a comma to correct it.

   Put the hat on Georgia. Your head looks cold.

6. Find the meaning of the text below. If a comma is needed, add it.

   Put the hat on Bob. His head is cold.



7. Find the meaning of the text below. Add any commas that are needed.

   She asked Mr. Paris when we play.

   She asked, "Mr. Paris when we play, will it be late?"

RULE: Use commas to set off a noun of address (the name of the person being spoken to). *Come here, Jo, right now.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who's Being Addressed

8. Which picture shows the meaning of the text below? Use two commas to correct the sentences.

I am calling Mr. Johnston but she doesn't answer. Mrs. Smith must be away.

9. Use the picture clue to help find the meaning of the sentences. Use one comma to correct them.

The snake is attacking John. Get it off me!

John

Me

10. Find the meaning of the text. Add one comma to correct the sentences.

Turn the fan on Nile. He needs air, so point the fan his way Christine.

RULE: Use commas to set off a noun of address. *Come here, Jo, right now.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Separate State

1. Use the picture to help find the meaning. Add two commas to correct the sentences.

   Albany New York is a capital city. New York is a state.

2. Use the pictures to find the meaning. Add a comma to correct the sentence.

   Johnny New York was one of the first states in the union.

Johnny

3. Find the meaning in the text below. Add two commas to correct it.

   I told you, Cheryl Texas is a state whose border is near Elkhart Kansas.

RULE: Use commas to set off the state IF it comes after a city and tells what state the city is in. *I'm in Macon, Georgia, now.* If the state name is used to begin a new thought, do NOT use a comma after the state. *John, Utah is not the "Show Me" state.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Separate State

4. Find the meaning of the text below. Use three commas to correct it.

   I was talking to my friend, whose name was the same as a city!

   I said, "Jackson Mississippi is a state in the south. Jackson Mississippi is one of its cities."

5. Find the meaning of each sentence below. Use commas as needed to correct them.

   Gary Indiana is the "Hoosier state." Gary Indiana is one of its cities.

6. Find the meaning. Use four commas to fix the text.

   Los Angeles California and Sacramento are four Spanish words. I learned them in Aptos California.

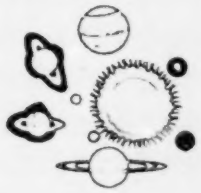
RULE: Use commas to set off the state IF it comes after a city and tells what state the city is in. *I'm in Macon, Georgia, now.* If the state name is used to begin a new thought, do NOT use a comma after the state. *John, Utah is not the "Show Me" state.*

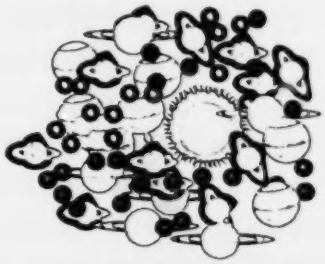
© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Around the Year

1. Which picture shows the meaning of the text? Add a comma to correct the sentence.

   On May 5, 2003 planets go around our Sun as they always do.





2. Find the meaning of the text. Add a comma to correct the sentences.

   Yesterday was January 15 2004. On January 14, 2500 robots arrived. We sent them back because they wouldn't do any work!

3. Find the meaning of the passage. Add one comma to correct it.

   On January 1, 2000 we released 2500 balloons. The next day we let go 500 more. That means that by January 2, 3000 were let go.

RULE: Use commas to separate the year when given this format within a sentence: month, day, year. *On May 12, 1992, he was born.* If the number after the day is not the year for that day, a comma may be unnecessary. *On May 10, 400 teams competed.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Special Beginnings

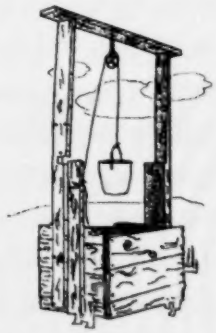
1. Find the meaning in the conversation below. Add a comma to correct one of the sentences.

You say you have never had a wish come true. Why not?

Well because wishes are hard to get.

What kind would you like to get?

Well wishes are my favorite ones.



2. Find the meaning of the text. Use one comma to correct it.

Yes is a three-letter word, isn't it?

Yes but it's not hard to learn.

3. Find the meaning of the text. Use one comma to correct it.

No is a two-letter word. Can you spell it?

No I can spell only three-letter words in this game.

RULE: Use a comma to set off an introductory word, such as *Yes, No,* and *Well.* (Introductory words are found at the beginning of a sentence.)
Well, I guess I'm ready.

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Special Beginnings

4. Find the meaning of the text. Use one comma to correct it.

Oh is an odd word, isn't it? Oh yes. It has an even number of letters, though.

5. Find the meaning of the text. Use onė comma to correct it.

Boys and girls had a canoe race. Boy that was fun!

6. Find the meaning of the text. Use one comma to correct it.

***Gee* was a word they used to tell horses to turn to the right.**

Gee that must be an old word. I've never heard of it.

RULE: Use a comma to set off an introductory word, such as *Yes, No,* and *Well*. (Introductory words are found at the beginning of a sentence.)
Well, I guess I'm ready.

20

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who Says What

1. Draw lines to match each sentence to the picture that shows who was cold.

Troy said I was cold.

Troy said, "I was cold."

2. Use the picture to find the meaning of the sentence below. Add two commas and two pairs of quotation marks to correct it.

Gary said Grover has got a black eye.

RULE: Quotation marks enclose spoken words. Commas separate quotations from a speaker (comma goes inside quotation marks before the speaker). *"Now," she said, "go play."* Use no comma after an exclamation or question. *"Great!" he yelled.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who Says What

3. On the lines below, write the number of the picture that matches each set of sentences.

   "Turn on the heat," Jan says in the car. "I'm almost home." _____

   "Turn on the heat," Jan says, "in the car." She wants it warm when she gets in it. _____

1.

2.

4. Find the meaning of the text. Add commas and quotation marks to correct as needed.

   Then Scaredy Jack said I saw the giant! Those were four surprising words from him!

   Then Jack said I got his goose! Our jaws dropped when we heard those five words.

5. Find the meaning of the text. Add a comma and a set of quotation marks to correct it.

   He asks when the sheep are sheared.

   He asks When the sheep are sheared, is it done at the barber sheep?

RULE: Quotation marks enclose spoken words. Commas separate quotations from a speaker (comma goes inside quotation marks before the speaker). *"Now," she said, "go play."* Use no comma after an exclamation or question. *"Great!" he yelled.*

22

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who Says What

6. Who is said to be mean? Write his or her name after each sentence.

Mrs. Dolt doesn't like Horatio.
"Horatio," says the teacher, "is a mean person." _____

Horatio doesn't agree. Horatio says the teacher is a mean person. _____

Horatio **Mrs. Dolt**

7. Find the meaning of the text below. Add one comma and one set of quotation marks to correct it.

Glen wonders when he can cry about his shot. Ken cries When it's over!

Glen cries when it's over, but Ken never cries.

8. Find the meaning of each sentence. Add quotation marks and commas to correct them.

He didn't do what? he asked.

He didn't do what I said I said.

RULE: Quotation marks enclose spoken words. Commas separate quotations from a speaker (comma goes inside quotation marks before the speaker). *"Now," she said, "go play."* Use no comma after an exclamation or question. *"Great!" he yelled.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Who Says What

9. In each sentence, underline the person who is late.

   "Jerry," said Chris, "is late."

   Jerry said, "Chris is late.

10. Use the picture to help you find the meaning of the text below. Add two commas and three quotation marks to correct it.

    "Bismark said Grover is grouchy. Grover is right about that!

11. Find the meaning of the text below. Add one comma and one set of quotation marks to correct it.

    I hear the girls say We are cute. That's why I think they are stuck up.

RULE: Quotation marks enclose spoken words. Commas separate quotations from a speaker (comma goes inside quotation marks before the speaker). *"Now," she said, "go play."* Use no comma after an exclamation or question. *"Great!" he yelled.*

24

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Conjunctions: Tie It Up

1. Which picture shows the meaning of the text below? Add a comma to correct it.

   The men chase the boy and his little Tootsie rolls down the hill. She's little, but she doesn't get hurt.

2. Find the meaning of each sentence. Add one comma to fix the incorrect sentence.

   She followed the boy and his little dog across the street.

   She followed the boy and his little dog crossed the street.

3. Find the meaning of the text. Add a comma and cross out one capital letter to correct it.

   They show the book to Bob and his friends Snatch it away. Those friends are rude!

RULE: Use a comma to separate independent clauses joined by a conjunction, such as *or*, *and*, *but*. *We yelled, but they left.* (An independent clause has both subject and verb.)

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Conjunctions: Tie It Up

4. Find the meaning of each sentence. Add one comma to fix the incorrect sentence.

   They watched the clouds and the sunrise.

   They watched the clouds and the sun rose.

5. Find the meaning of each sentence. Add one comma to fix the incorrect sentence.

   The porcupines came to our party and popped all the balloons.

   The porcupines came to our party and all the balloons popped.

RULE: Use a comma to separate independent clauses joined by a conjunction, such as *or*, *and*, *but*. *We yelled, but they left.* (An independent clause has both subject and verb.)

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Question Mark/Period: Questionable Endings

1. The sentences below are correct as they are. Draw lines to match each sentence with the picture that shows its meaning.

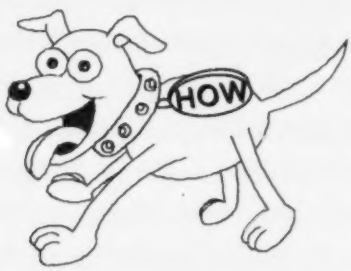
Can my brothers fish?

Can my brother's fish.
If you do, it will last longer.

I don't know if this is possible.

2. Use the picture clue to find the meaning of the text below. Use one period and one question mark to correct it.

How is the dog they just found Isn't that a cute nickname for a dog named Howard



RULE: Use a question mark to end a question. *May I go?* Use a period to end a statement. *You may go.*

27

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Question Mark/Period: Questionable Endings

3. Find the meaning of the text below. Add four periods and one question mark altogether.

Do your jobs Get faster I'm telling you what to do

Do your jobs get faster I'm wondering if they do

4a. Find the meaning of the text below. Add ending punctuation to correct the sentences.

Can can dancers work hard That's what the can can dancers claim

4b. Use the picture to find the meaning of the text below. Add ending punctuation to correct the sentences.

Can can labels be soaked off I really want to know

RULE: Use a question mark to end a question. *May I go?* Use a period to end a statement. *You may go.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Question Mark/Period: Questionable Endings

5. Find the meanings of the text below. Add the needed punctuation to each sentence.

   Will, you take that big lobster out of the tank

   Will you take that big lobster out of the tank

6. Find the meaning of the text below. Add two periods and one question mark to correct it.

   I lost my garden tools I hope you'll find them next May we plant seeds now

7a. Find the meaning of the text below. Add the needed punctuation.

   Can my friends meet They've never met

7b. Use the picture to find the meanings of the text below. Add the needed punctuation to each sentence.

   Can my friends' meat They've been hunting

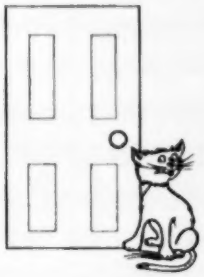
RULE: Use a question mark to end a question. *May I go?* Use a period to end a statement. *You may go.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Exclamation Mark: Exclaimed or Not

1. Use each picture to find the meaning of the text beside it. Add one period and one exclamation mark to correct each sentence.

Put it out



Put it out

2. Use the picture clue to find the meaning of the text. Add either a period or an exclamation mark to correct it.

You lost my report card? That's great

RULE: Use an exclamation mark to end a statement of enthusiasm, excitement, or fear. *I can't wait any longer!* Use a period to end a statement.

30

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Exclamation Mark: Exclaimed or Not

3. Find the meaning of the text below. Add a period and an exclamation mark to correct it.

   Call 911 before it's too late

   I called 911 once, accidentally

4. Find the meaning of the text below. Add one question mark and one exclamation mark to correct it.

   You got up on the surfboard on the first try? How cool I'm impressed.

   You say she's cool. How cool I want to know.

5. Find the meaning of the text below. Add the needed punctuation to correct it.

   They are about to announce the winners. How exciting

   It's another rainy day with nothing to do. How exciting

RULE: Use an exclamation mark to end a statement of enthusiasm, excitement, or fear. *I can't wait any longer!* Use a period to end a statement.

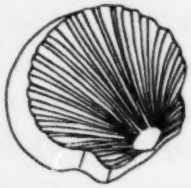
© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Apostrophe: Leaving Out Letters

1. Find the meaning of the text. Draw lines to match each text choice to its picture. Add two apostrophes to correct the text.

Shell sculpture in sand is lovely.

Dont you think so?



Shell sculpture in sand.

Then she will smash it!

2. Find the meaning of the text. Add one apostrophe to correct it.

Ill people make me sick.

Ill make people sick.

3. Find the meaning of the text. Add two apostrophes to correct it.

Ive got ivies on my wall. Ivys got bricks on hers.

RULE: Use an apostrophe to show where letters are left out of a contraction. *don't = do not.*

32

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Apostrophe: Leaving Out Letters

4. Find the meaning of the text. Add the necessary punctuation to correct it.

   Would she leave the cats outside? Shed rather let them into the shed.

5. Find the meaning of the text below. Add one apostrophe to correct it.

   Were sleeping and eating your favorite things?

   Were sleeping and eating, your favorite things.

6. Find the meaning of the text. Add the necessary punctuation to correct it.

   We knew spitwads were gross, but were Jello sandwiches?

   We know you want some now, but were not ready to make them.

RULE: Use an apostrophe to show where letters are left out of a contraction. *don't = do not.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Apostrophe: Who's An Owner

1. Use the picture clue to find the meaning of the text. Add one apostrophe to correct it.

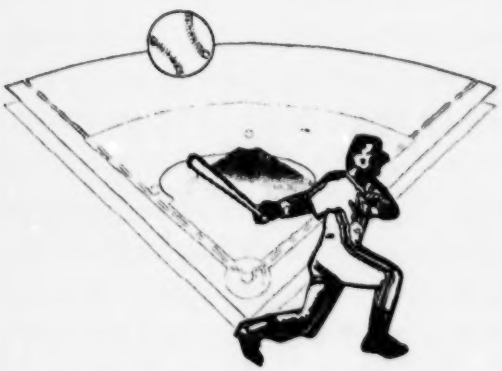
   His timepiece used to be broken.

   Now, the boys watch runs.

2. Use the picture clue to find the meaning of the text. Use one apostrophe to correct it.

   They saw that players hits.

   Now, the boys watch runs.



RULE: Add *'s* to make a singular noun possessive. *the dog's fur*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Apostrophe: Who's An Owner

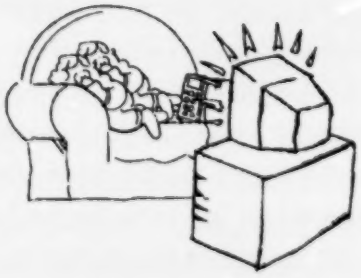
3. Find the meaning of the text. Add the needed punctuation to correct it.

   The mans Dodge speeds as the boys dodge his truck.

4. Find the meaning of the text. Add the needed punctuation to correct it

   Jakes parents let him watch TV. They turn the boys show off at bedtime.

   Gus and Garrett are proud of their pajamas. The boys show off at bedtime.



RULE: Add *'s* to make a singular noun possessive. *the dog's fur*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Quotation Marks: Quote or Title?

1. Draw lines to match each sentence to the picture that shows its meaning. Add one set of quotation marks to one sentence to correct it.

Weeping willows are my favorite trees.

Wind in the Willows is my favorite story.

2. Find the meaning of the text below. Add one set of quotation marks to correct it.

Monkeys are fun to watch in the jungle, but Monkeys is my favorite piece in the art museum.

RULE: Enclose titles of poems, songs, stories, and works of art with quotation marks. *We loved hearing "The Little Mutt."*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Quotation Marks: Quote or Title?

3. Find the meaning of the text below. Add one set of quotation marks to correct it.

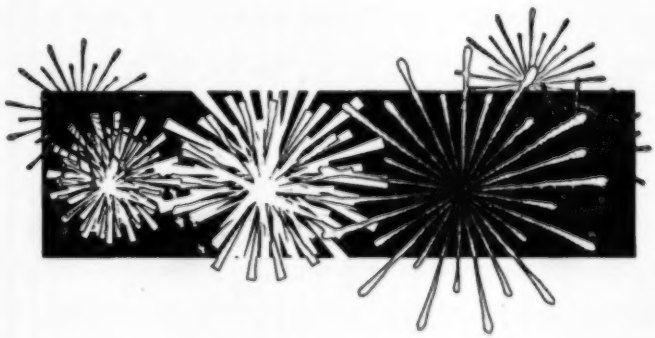
   Red stands out against a white background.

   Red stands out as one of the best stories I've heard.

4. Find the meaning of the text below. Add one set of quotation marks to correct it.

   I like the fireworks on the Fourth of July.

   I like the second verse of The Fourth of July.



RULE: Enclose titles of poems, songs, stories, and works of art with quotation marks. *We loved hearing "The Little Mutt."* (Use no comma.)

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

SAMPLE LESSONS

Some readers may already be good at picking up context clues that can result in unexpected meanings. Others may need warm-up lessons to help them tune in to the "twists and turns" they may miss.

A sample lesson on how to do the thinking required in the activities is included for each of the rules in this book. (See the Table of Contents on page iii for a list of rules included.) As students gain experience, lessons may become brief or unnecessary.

Each lesson should start with a review of the punctuation rule. Show students an example sentence that has an ambiguous meaning and ask them what they think is meant. Then, give students two alternative context clues. Have them apply each clue to the sentence and add punctuation that clarifies the meaning according to the clue. Later lessons are abbreviated, giving only the sentence example and the alternative clues; for these lessons, use the same basic procedure as in the earlier lessons.

In the lessons, **T** = teacher dialog and **S** = student response.

Comma: Items in a Series

Rule: In a series of three or more items, place a comma after each item except the last one. (NOTE: The activities in this book ask for the placement of a comma before the final item; however, some people consider this comma optional. You may want to revise the dialog and exercises to alter this requirement.)

Words in a Series (Part One) (pp. 1–2)

Write this sentence where all can see it: *The names of the girls were Mary Sue and Jasmine.*

T: "Today you will practice what you know about using commas in a series. First I'm going to read the sentence you see here. It may be missing some punctuation. Listen carefully and I'll ask a question afterwards."

Read without obvious pause between Mary and Sue, but not run together either.

"The names of the girls were Mary Sue and Jasmine.

Now, can you tell me the names of each of the girls?"

S: "Mary could be one, Sue is another, and Jasmine is another girl."

"Or one could be Mary Sue!"

T: "So we don't know yet where to separate the names. What if I give you this clue."

Draw three simple stick figures.

"Here is a picture of the girls. Now, what can you tell me?"

S: "There are three girls, so put commas after Mary and Sue."

Add commas: *The names of the girls were Mary, Sue, and Jasmine.*

T: "Okay, good. Now suppose our picture gives a different clue. (Erase one stick girl.) Now what if this picture shows the girls? What must be the name of each girl?"

S: "One girl's name must be Mary Sue. The other is Jasmine."

T: "That's right. Since there are only two girls, would we need to separate them with commas?"

S: "No. We use commas in a series only if there are three or more things."

Change the sentence by erasing the commas: *The two girls' names were Mary Sue and Jasmine.*

T: "So you used the picture clue to see if we needed commas.

Words in a Series (Part Two) (pp. 3–5)

Remind students that items in a series can include phrases, not just single words. Write this sentence where all can see it: *Our three favorite kinds of cookies are peanut butter almond fudge and black walnut.*

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

T: "Now listen to this sentence." (Read it.) "How can we decide whether and where to put commas?"
S: "We know there are three, so we have to use the series rule."
T: "Right. Do we know where to put the commas?
S: "No." (Some may say Yes and give opinions of the kinds of cookies.)
T: "What kinds of cookies could there be? Remember, we know there are three."
S: "peanut, butter, almond, fudge, and black walnut"
"peanut butter, almond, fudge, and black walnut"
"peanut, butter almond, fudge, and black walnut"
"peanut, butter almond fudge, and black walnut"
T: "Now let's say we get this clue."
Add one more sentence: *Each kind has a different nut flavor.*
"Now can we tell where the commas go?"
S: "Yes! Separate the words *butter* and *almond*. That way, each type has a nut in it!"
T: "Okay."
Place commas as follows:
Our three favorite kinds of cookies are peanut butter, almond fudge, and black walnut.
Summarize as follows:
T: "In these activities, you will use thinking exercises to decide how to punctuate sentences. You will use different kinds of sentences and many different rules, but they will all require you to think about what is meant so you use commas correctly. You must read directions for each activity then be detectives to find clues in the text or pictures. Sometimes you will choose the picture that shows the meaning based on clues in the sentences. Then you punctuate to fix the sentences. Sometimes you will match sentences to the correct pictures. Sometimes you must decide how to punctuate by just reading the sentences. At the bottom of each page is the rule you will be focusing on.

Comma: Noun of Address (pp. 6–9)

Rule: Use commas to set off a noun of address (the name of the person being spoken to).
Write this sentence where all can see it: *Put the food on John to warm it up.* Tell them that the sentence may be missing some punctuation.
T: "Today you will practice what you know about using commas with a noun of address.
"First, I'm going to read you a sentence. Listen carefully and I'll ask a question afterwards."
"Put the food on John to warm it up.
"Can you tell me what the food will go on?"
S: "John."
"The stove."
"We can't tell."
Draw a rough stove with a figure putting food on it, or just describe as below:
T: "What if we were given a picture clue that showed John putting the food on a burner? This would tell us that the food goes on a stove. But why is the word *John* in the middle of the sentence?"
S: "Someone is telling him what to do."
T: "Yes, so the word *John* is a noun of address. What do we need in the sentence to show that this word is used as a noun of address?"
S: "Commas!"
T: "Okay, where do they go?"
S: "One comma before the name, and one after."
T: "Good. Let's read what the sentence says with a pause at each comma." (All read out loud.)

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Change the sentence as follows: *Put the blindfold on John so he can't see. Then we'll lead John.*

T: "Now we still have *John* in the middle of a sentence. Is he the one being spoken to?"
S: "No."
T: "Why is the name there?"
S: "It shows who you should put the blindfold on."
T: "Should we set it off with commas?"
S: "No."
T: "Okay. In the next activities, you will use thinking exercises to decide how to punctuate sentences. Read directions for each activity then be detectives to find clues in the text or pictures. Sometimes you will choose the picture that shows the meaning and then use commas to fix the sentences. Sometimes you will match sentences to the correct pictures. Sometimes you must decide how to punctuate by just reading the sentences. At the bottom of each page is the rule you will be focusing on."

Comma: City and State (pp. 10–11)

Rule: Use commas to set off the state IF it comes after a city and tells what state the city is in. If the state name is used to begin a new thought, do NOT use a comma after the state. (*John, Utah is not the "Show Me" state.*)

Write this sentence where students can all see it: *Harrison Nebraska is one of our towns.* Tell them that the sentence may be missing some punctuation.

T: "Today you will practice using what you know about using commas with a city and state.
"First, I'm going to read you a sentence that may be missing some punctuation. Listen carefully, and I'll ask a question afterwards."
Harrison Nebraska is one of our towns.
"Can you tell me what the word Harrison means?"
S: "It's the name of a town."
T: "How do you know?"
S: "Nebraska is not a town." (If students do not recognize that Nebraska is a state, not a town, you may give them the hint that Nebraska is one of the 50 U.S. states.)
T: "Okay, how must we punctuate to show that Harrison is a town in the state of Nebraska?"
S: "Set off the state with commas."
T: "Yes, where do they go?"
S: "One comma before, and one after the state name."
T: (Add the commas to correct the sentence.) "Good. Let's read what the sentence says with a pause at each comma."
(All read.) *Harrison, Nebraska, is one of our towns.*
T: "Now I'm going to make a small change."

Erase the commas and change *towns* to *states. Harrison Nebraska is one of our states.*

T: "Notice that I've changed just one word. The sentence may still be missing punctuation. What difference does the one word make?" (If necessary, "What do you think the word *Harrison* probably stands for now?")
S: "It can't be a town. Maybe it's a person being told about the state."
T: "Should we set off the state with commas?"
S: "No."
T: "Why not?"
S: "Because it isn't being used to show where a town or city is."
T: "Should we set anything off with commas?"
S: "Yes, Harrison, because it's a noun of address."
T: "Okay. In the next activities, you will use your thinking to decide how to punctuate sentences. Read the directions for each activity then be

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

detectives to find clues in the text or pictures. At the bottom of each page is the rule you will be focusing on.

Comma: Year (pg. 12)

Rule: Use commas to separate the year when given this format within a sentence: month, day, year. If the number after the day is not the year for that day, a comma may be unnecessary.
Write this sentence where all can see it: *On September 22, 1900 people arrived from other countries.* Tell students that the sentence may be missing some punctuation.

T: "Today you will practice what you know about using commas with a year. "First, I'm going to read you a sentence. Listen carefully and I'll ask a question afterwards." (Read the sentence.)
"Can you tell me what the number 1900 stands for?"

S: "It's the year."
"No, maybe it could be how many people came to America."

T: "Okay, we don't know for sure. What if I give you a clue..."
(Proceed as in previous lessons, using these contrasting clues:
A: "That was a lot of people for our little town!" 1900 is number of people; therefore, use no comma after the number.
B: "We don't know how many there were." 1900 is the year; therefore, use a comma before and after the 1900.
(Summarize as in previous lessons.)

T: "Okay. In the next activities, you will use your thinking to decide how to punctuate sentences. Read the directions for each activity then be detectives to find clues in the text. At the bottom of each page is the rule you will be focusing on."

Comma: Introductory Words (pp. 13–14)

Follow the format of the first lessons, using the information below:
Rule: Use a comma to set off an introductory word, such as *Yes*, *No,* and *Well*. (Introductory words are found at the beginning of a sentence.)
Sentence: *No I cannot spell.*
Context Clues:
A: "I hope that answers your question." Since *No* is an answer and is therefore used as an introductory word, it should be followed by a comma.
B: "I can spell all the other words, but not the word *No*."
No refers to a word you cannot spell. Since it is not used as an introductory word, do not use a comma.

Comma: Quotation Marks (pp. 15–18)

Follow the format of the first lessons, using the information below:
Rule: Quotation marks enclose spoken words. Commas separate quotations from a speaker (comma goes inside quotation marks before the speaker). Use no comma after an exclamation or question.
Sentence: *Joy says I'm cold.*
(Tell them that the sentence may be missing some punctuation.)
Context Clues:
A: "She can't stop shivering." (OR show a picture of a shivering girl, labelled *Joy*) Since *Joy* is the one who is cold, she must be saying the words, "I'm cold." Therefore, use a comma after *says* and put quotation marks around *I'm cold*.
B: "She's feeling my forehead." (OR show a picture of a girl, labelled *Joy* feeling someone's head)
Since *I'm* the one who's cold, I'm not using the actual words Joy said. Therefore, use no commas.

 © 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Comma: Conjunction (pp. 19–20)

Follow the format of the first lessons, using the information below:

Rule: Use a comma to separate independent clauses joined by a conjunction such as *or*, *and*, or *but*. (An independent clause has both subject and verb.)

Sentence: *Kari eats her breakfast and her egg rolls off the plate.*

(Tell them that the sentence may be missing some punctuation.)

Context Clues:

A: "She loves those egg rolls!"
The word *rolls* is a noun; *egg* tells what kind of rolls. Kari is eating both her breakfast and her egg rolls. There is no need for a comma.

B: "That egg doesn't roll far!" (OR a simple sketch of an egg rolling off the plate.)
The egg is doing something, so *egg* is the subject and *rolls* is the verb. The independent clause, *her egg rolls off her plate*, is joined to the previous independent clause, *Kari eats her breakfast,* by the conjunction *and*. Use a comma before *and*.

Question Marks/Periods (pp. 21–23)

Follow the format of the first lessons, using the information below:

Rule: Use a question mark to end a question. Use a period to end a statement.

Sentence: *Can workers stand for hours*

Context Clues:

A: "Those people working on cans must get tired."
Can is used to describe what kind of workers. A statement is made, so use a period at the end.

B: "I especially want to know if office workers can last."
Can is not used to describe the type of workers. Also, the writer is wanting to know something. A question is asked, so put a question mark at the end.

Exclamation Marks (pp. 24–25)

Follow the format of the first lessons, using the information below:

Rule: Use an exclamation mark to end a statement of enthusiasm, excitement, or fear. Use a period to end a statement.

Sentence: *It's on fire*

Context Clues:

A: "I put the log in the fire. I expected it to catch the blaze."
Nothing unusual is happening, so there's no reason to believe you are very emotional. No exclamation is made, so use a period at the end.

B: "We need to get out of here fast because the house is burning down."
You are excited and afraid, so the statement is an exclamation. Put an exclamation mark at the end.

Apostrophe: Contraction (pp. 26–27)

Follow the format of the first lessons, using the information below:

Rule: Use an apostrophe to show where letters are left out of a contraction.

Sentence: *Bob and John said to Jo, "Well get to work!"*

Note: You may want to discuss the idea that other punctuation, if given correctly, can be a clue to the meaning of a sentence. Here, you may have the students add the other missing punctuation (comma after introductory word) after they decide on the meaning.

Context Clues:

A: "Then Jo said, 'You can't make me!' "
Bob and John must be telling Jo what to do, so the introductory word *Well* makes sense. No apostrophe is needed, but put a comma after *Well*.

B: "Jo said, 'Thanks for doing the work for me!' "
Bob and John must be offering to do the work. *Well* must mean the contraction for *We will*. Add an apostrophe: *We'll*.

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Apostrophe: Possessive (pp. 27–29)

Follow the format of the first lessons, using the information below:

Rule: Add *'s* to make a singular noun possessive.

Sentence: *He saw the birds nest in the barn.*

Context Clues:

A: "I thought they would nest in the tree." Since *nest* shows what they are doing, *birds* must be plural. No apostrophe is needed.

B: "Her nest was very large." *Nest* is used as a noun, and *her* must refer to the bird. Therefore, the nest belongs to the bird. Use an apostrophe for *bird's*.

Quotation Marks and Titles (pp. 30–31)

Follow the format of the first lessons, using the information below:

Rule: Enclose titles of poems, songs, stories, and works of art with quotation marks.

Sentence: *The girls fight over the store's newcomer. Each girl wants to take Reginald home with her.*

Context Clues:

A: "The art store's newest painting would look good on their walls." *Reginald* must be a work of art, so enclose it with quotation marks.

B: "He had told them he would help paint their walls." *Reginald* is the name of a person, so do not use quotation marks.

43

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

ANSWERS

COMMA SERIES: WHO'S WHO (p. 1)

1. The picture with two girls agrees with the text *Both sisters.*

John, Jane, and Joe went with my sisters, Mary Lou and Shelly. Both sisters are pretty!

2. The picture tells us there are three boys.

Billy, Bob, and Jack have just found a secret cave. It is very wide and deep.

3. The text says there are four people. It's unlikely one name has both male and female parts.

I went snowboarding with my four friends. They are John, Christine, Tommy Lee, and Harry.

COMMA SERIES: WHAT'S WHAT (pp. 2–3)

4. He wouldn't have a strawberry milkshake; add the comma as shown.

He doesn't like strawberry in his shake. He'll have a strawberry, milkshake, and pie.

5. Since *a peanut butter* makes no sense, we separate the two words.

We were cleaning up. We found a peanut, butter, and jam on the floor.

6. *It* refers to one thing, so the first sentence describes one sandwich.

We found a peanut butter and jam sandwich. We had it with milk, salad, and peas.

7. In the last sentence, *her* can refer only to the dog. Since the cat won't come near her, the picture at the right is wrong. You do three things, so punctuate as shown.

First, you notice the cat. Then you see the dog, give her a treat, and put her on a leash. The cat won't come near her.

8. Since we know the pig is wearing only his skin, place commas as shown.

The pig runs in the grass, pants, and lies down. He wears only his skin!

9. The frog is the one that springs and falls, so the second "spring and fall" are the actions done by the frog.

We enjoy the winter, spring, and fall. In the spring, we like to watch the frog spring and fall. He never gets hurt when he falls.

COMMA SERIES: ACTION (pp. 4–5)

10. a. It was the slide that swung and teeter-tottered. No commas are missing.

We watched as the slide swung and teeter-tottered. It looked ready to fall over.

b. *All* must refer to three things.

We saw the slide, swing, and teeter-totter. All of them looked fun!

c. We did three things; use two commas.

We slid, teeter-tottered, and fell. Then we got back up again.

11. The baby is not here, so the woman is holding brushes that are for a baby, along with two other kinds of things.

She holds the baby brushes, her wig, and the combs. The baby is in the other room.

12. The cows are square dancing, so don't separate cows and square.

We go to the barn, see the cows square dance, and leave.

13. The cows are asleep, not dancing, so we are doing four things.

We go to the barn, see the cows, square dance, and leave. The cows are asleep the whole time.

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

COMMA: WHO'S BEING ADDRESSED (pp. 6–9)

1. a. You speak to Monica, so put no comma before Jacques. Put it before Monica (first picture).

Help turn the hose on Jacques. Then, we can get him really wet, Monica.

b. You speak to Jacques, so put no comma before Monica. Put it before Jacques (second picture).

Help turn the hose on, Jacques. Then, we can get Monica really wet.

2. You are telling Steve and Gloria what to do, so use a comma after Gloria.

Steve and Gloria, draw me a picture. Then put it on the wall. I like telling you both what to do!

3. You are talking to Gary about Juan, which is the balloon (first picture).

Stick the pin in Juan and hear it pop. Isn't that a funny name for a balloon, Gary?

4. You are talking to Jake, telling him to pop the balloon.

Stick the pin in, Jake, and hear it pop. Do it quickly, Jake!

5. You speak to Georgia, so Georgia is the noun of address.

Put the hat on, Georgia. Your head looks cold.

6. You speak about Bob, so Bob is not a noun of address.

Put the hat on Bob. His head is cold.

7. In the first sentence, she is not talking directly to Mr. Paris. In the second sentence, she is, so put a comma after Paris.

She asked Mr. Paris when we play. She asked, "Mr. Paris, when we play, will it be late?"

8. Since it is Mrs. Smith I am calling, I am talking to Mr. Johnston.

I am calling, Mr. Johnston, but she doesn't answer. Mrs. Smith must be away.

9. The snake is attacking me, so I am telling John to get it off.

The snake is attacking, John. Get it off me!

10. Since Nile needs the air, you are talking to Christine.

Turn the fan on Nile. He needs air, so point the fan his way, Christine.

COMMA: SEPARATE STATE (pp. 10–11)

1. New York is not the capital city, so Albany is. The words *New York* give Albany's state, so use commas on either side of the words *New York*.

Albany, New York, is a capital city. New York is a state.

2. New York, not Johnny, is one of the first states. You must be speaking to Johnny, so use a comma only after Johnny.

Johnny, New York was one of the first states in the union.

3. You speak about the state of Texas, so Cheryl is a noun of address and one comma goes after Cheryl. Another comma separates Elkhart from its state.

I told you, Cheryl, Texas is a state whose border is near Elkhart, Kansas.

4. The first Jackson is a noun of address, since you speak to him. The second Jackson is a city name, so its state must be set off with two commas.

I was talking to my friend, whose name was the same as a city! I said, "Jackson, Mississippi is a state in the south. Jackson, Mississippi, is one of its cities."

5. The first sentence is about a state, so Gary is a noun of address. The second is about a city, so Gary must be the city, whose state happens to be Indiana.

Gary, Indiana is the "Hoosier state." Gary, Indiana, is one of its cities.

6. The clue is "four" words. There are four words in a series, so separate Los and

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

Angeles, etc. Then add a comma after the town name in the second sentence.

Los, Angeles, Sacramento, and California are four Spanish words. I learned them in Aptos, California.

COMMA: AROUND THE YEAR (pg. 12)

1. The nine planets go around as always. The 2003 must be the year that goes with May 5, so add a comma after it.

On May 5, 2003, planets go around our Sun as they always do.

2. Today must still be the year 2004, so 2500 must be the number of robots.

Yesterday was January 15, 2004. On January 15, 2500 robots arrived. We sent them back because they wouldn't do any work!

3. 2500 + 500 = 3000. *The next day* refers to January 2, 2000. No comma is used after 3000 since it is not the year.

On January 1, 2000, we released 2500 balloons. The next day we let go 500 more. That means that by January 2, 3000 balloons were let go.

COMMA: SPECIAL BEGINNINGS (pp. 13–14)

1. The first *well* is an introductory word. Since the last sentence tells what kind of wishes, *well* is an adjective, not an introductory word (no comma needed).

You say you have never had a wish come true. Why not?
Well, because wishes are hard to get.
What kind would you like to get?
Well wishes are my favorite ones.

2. In the first sentence, *Yes* itself is being considered as a word (no comma needed). The second *Yes* is used as an answer by way of introducing the rest of the sentence.

Yes is a three-letter word, isn't it?
Yes, but it's not hard to learn.

3. The first *No* is the focus of the sentence, not just an introductory word. The second *No* is an answer that introduces the sentence.

No is a two-letter word. Can you spell it? No, I can spell only three-letter words.

4. The first *Oh* is considered as a word; the second is introductory.

Oh is an odd word, isn't it? Oh, yes. It has an even number of letters, though.

5. *Boy* is introductory in sentence two.

Boys and girls had a canoe race. Boy, that was fun!

6. The second *Gee* is introductory.

***Gee* was a word they used to tell horses to turn to the right.**
Gee, that must be an old word. I've never heard of it.

COMMA: WHO SAYS WHAT (pp. 15–18)

1. The first *I* refers to me. The second *I* refers to Troy.

Troy said I was cold. Me
Troy said, "I was cold." Troy

2. Since Gary has the black eye, and we must add two pairs of quotation marks, only the form below makes sense.

"Gary," said Grover, "has got a black eye."

3. The first set matches picture 2 because Jan is the one in the car telling someone to turn on the heat.

"Turn on the heat," Jan says in the car. "I'm almost home." 2
"Turn on the heat," Jan says, "in the car." She wants it warm when she gets in it. 1

4. In the first set, Jack said only four words. In the second set, Jack said five words. Only the corrections given make sense.

46

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

A. Then Scaredy Jack said, "I saw the giant." Those were four surprising words from him!
B. "Then," Jack said, "I got his goose." Our jaws dropped when we heard those five words.

5. The first sentence makes sense without added punctuation. In the second sentence, add one comma and one set of quotation marks.

He asks when the sheep are sheared.
He asks, "When the sheep are sheared, is it done at the barber sheep?"

6. In the first sentence Horatio is the mean one. In the second sentence Mrs. Dolt is the mean one.

A. Mrs. Dolt doesn't like Horatio. "Horatio," says the teacher, "is a mean person." Horatio
B. Horatio doesn't agree. Horatio says the teacher is a mean person. Mrs. Dolt

7. Though the words themselves say *Glen cries when it's over* and *Ken cries When it's over,* the capitalization suggests that *When it's over* are the words Ken speaks. Therefore, the following punctuation makes sense.

Glen wonders when he can cry about his shot. Ken cries, "When it's over!"
Glen cries when it's over, but Ken never cries.

8. The sentences need quotation marks to separate the spoken words from the speaker.

"He didn't do what?" he asked.
"He didn't do what I said," I said.

9. In each case, the one whose name is in quotation marks is the one said to be late.

"Jerry," said Chris, "is late."
Jerry said, "Chris is late.

10. The second sentence gives the clue that Grover was the one speaking in the first sentence.

"Bismark," said Grover, "is grouchy." Grover is right about that!

11. The capital and the first sentence give the clue that the girls are talking about themselves.

I hear the girls say, "We are cute." That's why I think they are stuck up.

CONJUNCTIONS: TIE IT UP (pp. 19–20)

1. The second sentence gives the clue that Tootsie is someone who rolls down the hill.

The men chase the boy, and his little Tootsie rolls down the hill. She's little, but she doesn't get hurt.

2. There is a second subject and verb in the second sentence (*dog crossed*).

She followed the boy and his little dog across the street.
She followed the boy, and his little dog crossed the street.

3. The second sentence suggests it is the friends who snatch the book away.

They show the book to Bob, and his friends Snatch it away. Those friends are rude!

4. The second sentence has a second subject and verb (*sun rose*).

They watched the clouds and the sunrise.
They watched the clouds, and the sun rose.

5. The second sentence has a second subject and verb (*balloons popped*).

The porcupines came to our party and popped all the balloons.
The porcupines came to our party, and all the balloons popped.

QUESTION MARK/PERIOD: QUESTIONABLE ENDINGS (pp. 21–23)

1. The first sentence asks if my brothers can fish (*fish* is a verb). The second

 © 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

sentence is a command to put the fish in cans.

Can my brothers fish? (picture of people fishing)

Can my brother's fish. If you do, it will last longer. (picture of can)

2. The dog's name is *How*, so the first sentence is a statement. *Isn't* is a clue that the second sentence is a question.

How is the dog they just found. Isn't that a cute nickname for a dog named Howard?

3. The capital in the first set of sentences, along with the context, tells us the sentences are commands. The second set includes a question.

Do your jobs. Get faster. I'm telling you what to do.

Do your jobs get faster? I'm wondering if they do.

4a. The first sentence is a claim.

Can can dancers work hard. That's what the can can dancers claim.

4b. The first sentence is a question. *Can* is a question word.

Can can labels be soaked off? I really want to know.

5. Since the first *Will* has a comma after it, Will is being addressed, and the sentence is a command. The second sentence is a question. *Will* is a question word.

Will, you take that big lobster out of the tank.

Will you take that big lobster out of the tank?

6. The only way to make sense with 2 periods and 1 question mark is as shown.

I lost my garden tools. I hope you'll find them next. May we plant seeds now?

7a. The context suggests that the first sentence is a question.

Can my friends meet? They've never met.

7b. Both the spelling of *meat* and the context clue *They've been hunting* suggest that the first sentence is a statement.

Can my friends' meat. They've been hunting.

EXCLAMATION MARK: EXCLAIMED OR NOT (pp. 24–25)

1. "Your hair is on fire" is more likely to be exclaimed.

Put it out.

Put it out!

2. The boy in the picture is surprised and happy to lose the card (he thinks he got an F). The second sentence is an exclamation.

You lost my report card? That's great!

3. *Before it's too late* suggests urgency. The second sentence is conversational.

Call 911 before it's too late!

I called 911 once, accidentally.

4. A question mark makes no sense in the second sentence of the first set of text. The second set suggests a question is being asked.

You got up on the surfboard on the first try? How cool! I'm impressed.

You say she's cool. How cool? I want to know.

5. The speaker is bored in the second set and is being sarcastic.

They are about to announce the winners. How exciting!

It's another rainy day with nothing to do. How exciting.

APOSTROPHE: LEAVING OUT LETTERS (pp. 26–27)

1. In the first set, *Dont* is the contraction. (Do not). In the second set, *Shell* is the contraction (She will) She'll.

Shell sculpture in sand is lovely. Don't you think so?

She'll sculpture in sand. Then she will smash it!

2. The first *Ill* doesn't make sense as a

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

contraction; the second does.

Ill people make me sick.
I'll make people sick.

3. *Ive* isn't a word without the apostrophe. The second sentence needs a helping verb to go with *got*, so the *'s* in *Ivy's* must mean Ivy has got bricks.

I've got ivies on my wall. Ivy's got bricks on hers.

4. Only the first *Shed* makes sense as a contraction.

Would she leave the cats outside? She'd rather let them into the shed.

5. The first sentence is a question, suggesting the first word is a verb. The second sentence is a statement in which *Were* makes sense as subject (We) and helping verb (are).

Were sleeping and eating your favorite things?
We're sleeping and eating, your favorite things.

6. In the first sentence, *were* is used as a verb. In the second sentence, *were* is the contraction *we are*.

We knew spitwads were gross, but were Jello sandwiches?
We know you want some now, but we're not ready to make them.

APOSTROPHE: WHO'S AN OWNER (pp. 28–29)

1. The word *watch* is a timepiece, so it is a noun and *boys* should be possessive.

His timepiece used to be broken. Now, the boy's watch runs.

2. The first sentence gives the clue that the word *watch* is a verb.

They saw that player's hits. Now, the boys watch runs.

3. *Dodge* is a noun for the man's possession, a car. The second *dodge* is a verb showing what the boys (plural) do.

The man's Dodge speeds as the boys dodge his truck.

4. In the first set, *show* is a noun, and *boys* should be possessive. In the second, *show* is a verb.

Jake's parents let him watch TV. They turn the boy's show off at bedtime.
Gus and Garrett are proud of their pajamas. The boys show off at bedtime.

QUOTE OR TITLE? (pp. 30–31)

1. We can see by the verb form in the first sentence that *willows* is a plural noun. In the next sentence, the verb is singular, so *Willows* is part of the name of a story.

Weeping willows are my favorite trees. (picture of tree)
"Wind in the Willows" is my favorite story. (picture of boy reading)

2. We can see by the verb that the first *Monkeys* is plural and the second is a single piece of artwork.

Monkeys are fun to watch in the jungle, but "Monkeys" is my favorite piece in the art museum.

3. The second sentence suggests that *Red* is a story.

Red stands out against a white background.
"Red" stands out as one of the best stories I've heard.

4. The second sentence suggests that *The Fourth of July* is a song or poem.

I like the fireworks on the Fourth of July.
I like the second verse of "The Fourth of July."

© 2002 Critical Thinking Books & Software • www.CriticalThinking.com • 800-458-4849

READING DETECTIVE®

Using Higher-Order Thinking to Improve Reading Comprehension

Available in Books or Software!

Standards-based higher-order thinking activities teach a depth of analysis not available in other products, guaranteeing superior reading comprehension and top grades and test scores. (Beginning gr. 3–4; A1 gr. 5–6; B1 gr. 7–8; R_X gr. 6–adult)

"Reading Detective is one excellent reading comprehension series!"—Judith Wheeler, Ph.D., Reading Specialist, Detroit, MI

EDITOR IN CHIEF®

Grammar Disasters & Punctuation Faux Pas

Available in Books or Software!

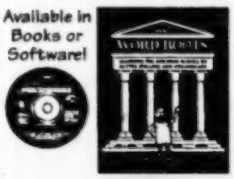
Students become editors as they identify and correct errors in grammar, mechanics, and usage in short, high-interest stories. (Beginning gr. 3–4, A-level gr. 4–6, B-level gr. 6–8, C-level gr. 8–adult)

"Our students had very low scores in grammar.... Along with the mandated curriculum, we added Editor in Chief. In a single year, the scores went way up!"—Brenda, Zebulon, GA

WORD ROOTS

Building a Solid Foundation in Spelling & Vocabulary

Available in Books or Software!



Effective activities teach Greek and/or Latin prefixes, roots, and suffixes—the building blocks of English—to improve spelling, reading comprehension, and vocabulary for top academic and test performance. (Level A gr. 4–6, Level B gr. 7–adult)

"An excellent educational tool....I highly recommend...this."—Educator, Las Vegas, NV

CRITICAL THINKING BOOKS & SOFTWARE

Empower the Mind!

K–Adult

Reading • Writing

Mathematics

Science

Social Studies

General Thinking Skills

Over 170 Titles Gifted to Special Needs

MIND BENDERS®

Deductive Thinking Skills

Available in Books or Software!

Tricky logic puzzles improve deductive thinking and reading comprehension. A bestseller for more than 20 years! (Warm Up gr. K–2, A-level gr. 3–6, B-level gr. 7–adult, C-level gr. 7–adult)

"The best logic puzzles we've found are in the Mind Benders books." Recommended!
—The Well-Trained Mind

LANGUAGE LOGIC TWISTERS

Punctuation Puzzlers • Run-On Riddlers

Make them think while they have fun! Students analyze and edit brief, funny passages using deductive reasoning and logic to sharpen punctuation and usage skills. (A-level gr. 3–4, B-level gr. 5–6, C-level gr. 7–8)

The LANGUAGE MECHANIC

Tuning Up English with Logic

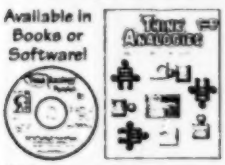
Humorous activities teach the logic behind the rules of language mechanics—a unique approach that helps students learn and remember the rules more easily, eliminating the confusion they often feel while learning the rules. (Gr. 4–7)

"I strongly recommend this book. It takes the drudgery out of grammar."—Linda, Castroville, CA

ANALOGIES

ThinkAnalogy Puzzles Software • Think Analogies Books

Available in Books or Software!



Engaging activities help students develop razor-sharp analogy, vocabulary, and analysis skills to improve reading, academic, and test performance. (A-level gr. 3–5, B-level gr. 6+, C-level [software only] gr. 9–adult)

"Very beneficial in increasing vocabulary and preparing students for...standardized tests."—Cheryl, DeKalb, IL

LANGUAGE SMARTS

Quick Word Activities

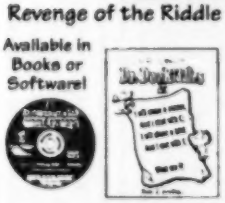
Eight different types of thought-provoking quick word activities sharpen students' reading comprehension, spelling, vocabulary, word use, following directions, and more. (A1 gr. 2–5, B1 gr. 4–6)

"Prepares all students...for standardized tests such as the OLSAT and MAT 7. It's a great resource."—Whitney, Shelby Township, MI

ASSOCIATIVE REASONING

Revenge of the Riddle Spiders Software • Dr. DooRiddles Books

Available in Books or Software!



Quick, fun rhyming riddles use associative reasoning to improve vocabulary, creative thinking, and word use. (A1 gr. preK–3, B1 gr. 4–7, C1 gr. 8–adult)

"This fun resource challenges the creative and critical thinking skills of students."
—NC Dept. of Public Instruction

CRITICAL THINKING ACTIVITIES TO IMPROVE WRITING SKILLS

Descriptive Mysteries • Where-Abouts • Whatcha-Macallits • Arguments

Four fun, unique approaches encourage students to think before they write, organize information, choose their words carefully, and produce concise, accurate, descriptive, and sometimes persuasive, writing. (Gr. 4–adult)

"An impressive series for developing critical thinking and communication skills across content areas."
—NC Dept. of Public Instruction

ISBN 0-89455-839-0

For our free catalog and information about any of our 170+ quality products, call 800-458-4849 or visit www.CriticalThinking.com for our online catalog, product information, sample activities, free software demos, and more!

BEST COPY AVAILABLE

Printed in the United States of America
1 2 3 4 5 6 7 8 9 — 08 07 06 05 04 03 02

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").